

Name _____

School _____

Town _____

Grade _____

Phone _____

LEARNING RESULTS		DEGREE OF MATCH	0=no link 1=weak link 2=good link 3=strong link
CIVICS AND GOVERNMENT			
A.	RIGHTS, RESPONSIBILITIES, AND PARTICIPATION Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to:		
A1.	Identify important individual rights (e.g., freedom of religion, speech, ownership of property).		
A2.	Explain why certain responsibilities of democratic society are important.		
A3.	Identify the functions of government at school, locally, and at the state level.		
B.	PURPOSE AND TYPES OF Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to:		
B1.	Describe why we need governments (e.g., law and order, defense, roads, schools).		
B2.	Describe the basic structure of local and state governments.		
C.	FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to:		
C1.	Explain how the Constitution protects individual rights (e.g., Bill of Rights).		
D.	INTERNATIONAL RELATIONS		

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	Students will understand the political relationships among the United States and other nations. Students will be able to:			
D1.	Identify examples of how the United States interacts with other countries (e.g., trade, treaties).			
D2.	Compare a foreign culture to that of the United States. Include an analysis of how decisions are made.			
HISTORY				
A.	CHRONOLOGY Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to:			
A1.	Identify similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.			
A2.	Place in chronological order, significant events, groups, and people in the history of Maine.			
B.	HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to:			
B1.	Make connections between and among events in their personal lives and those occurring in the community.			
B2.	Demonstrate an awareness of major events and people in United States and Maine history:			
	· Who lives here? and how did they get here? (immigrants, demographics, ethnic and religious groups)			

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	· Important people in United States and Maine history.			
	· Different kinds of communities in Maine, the United States, and selected world regions.			
C.	HISTORICAL INQUIRY, ANALYSIS, AND Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events. Students will be able to:			
C1.	Identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific historic era.			
GEOGRAPHY				
A.	SKILLS AND TOOLS Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to:			
A1.	Construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns.			
A2.	Locate major cities of the world and discuss why they emerged in that particular region.			
B.	HUMAN INTERACTION WITH ENVIRONMENTS Students will understand and analyze the relationships among people and their physical environment. Students will be able to:			
B1.	Demonstrate an understanding of why certain areas of the world are more densely populated than others.			

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B2.	Explain ways in which communities reflect the backgrounds of their inhabitants.			
B3.	Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.			
ECONOMICS				
A.	PERSONAL & CONSUMER ECONOMICS Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices. Students will be able to:			
A1.	Describe barter and money and how each is used in the exchange of resources, goods, and services.			
A2.	Identify a situation in which a personal decision is made about the use of scarce resources (e.g., deciding to use allowance to go the movies instead of buying a gift for a family member).			
B.	ECONOMIC SYSTEMS OF THE UNITED STATES Students will understand the economic system of the United States, including its principles, development, and institutions. Students will be able to:			
B1.	Identify the three basic economic questions all economic systems must answer: What to produce? how? and for whom?			
B2.	Explain how the economy of Maine affects families and communities.			
C.	COMPARATIVE SYSTEMS Students will analyze how different economic systems function and change over time. Students will be able to:			
C1.	Explain how selected cultures or countries meet basic human needs.			
D.	INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE			

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	Students will understand the patterns and results of international trade. Students will be able to:			
D1.	Describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places and countries.			